



PSIA - Rocky Mountain Division – AASI

ADAPTIVE FUNCTIONAL SKIING EXAM CRITERIA



- ENTRY CRITERIA FOR EXAM:**
- * Current member of PSIA-RM
 - * Adaptive Teacher Prep for Functional Skiing Completed

The Functional skiing and technical insight exam candidate must competently perform the functional maneuvers; understand the mechanics of the maneuvers and explain to the examiner and other participants what they did, how the maneuver was accomplished and where it is applicable in adaptive skiing. The Functional Skiing and Technical insight exam will be scored in three sections: Application Maneuvers, Fundamental Maneuvers, and Technical Application of skill development. For more information on Level 1 or Level 2 please consult the website: www.psia-rm.org.

CATEGORY I: APPLICATION MANEUVERS

"The instructor is able to ski ..."

- A. Sideslip to Hockey Stop** on smooth easy blue terrain. The slip must occur in a three-meter wide corridor on BLUE terrain (*Note: Releasing the edge of the downhill ski is the key to initiating a parallel turn*).
1. From a straight run in the fall line, initiate a sideslip through simultaneous turning of both legs across the fall line while maintaining a stable upper body and balanced/neutral stance. (*A slight flexion of the legs will enhance the ability to turn the feet and legs independent of the torso*)
 2. A natural lead of the uphill ski and body keeps hips free to adjust edge angles.
 3. After a distinct slip, progressively tip both feet and legs into the hill to engage edges to a balanced stop. (Reverse direction and repeat to the other side).
 4. Continuous adjustments from foot-to-foot will help center skier over both skis.
- B. Falling Leaf** maneuver on steeper GREEN to BLUE terrain.
1. From a side slip in the fall line, display a z-shaped pattern back and forth across the fall line.
 2. Through coordinated flexing and extending movements of the joints, display proper fore/aft pressure to regulate shape.
 3. Use turning movements of the legs and feet as necessary to control shape and speed.
 4. Use tipping movements of the feet and legs to control edge engagement.
 5. Maneuver should be symmetrical with the fall line.
- C. Traverse to Diagonal Side Slip to Traverse** on steeper green to Blue terrain
1. From a traverse, release both edges to a forward side slip through simultaneous tipping movements of the feet and legs.
 2. The upper body is stable in a slight countered relationship to the feet and legs. (*Counter is developed through turning movements of the feet and legs*)
 3. From the sideslip, re-engage both edges through simultaneous tipping movements of the feet and legs.

D. Stem-Step Turns on harder blue terrain to black terrain, showing quick directional changes...

1. In a series of turns ending in a hockey slide to a stop.
2. Using an appropriately sized step or a stem to maintain balance and control.
3. Using sequential leg rotation, edge change, and pressure change movements.
4. Linking turns with rhythm and flow.

E. Hour Glass Parallel Turns with Progressive Radius Reduction and Increase (The Shape of an Hour Glass) on harder blue to black terrain, showing skiing versatility and the ability to adapt to a student's skiing. The instructor will ski...

1. At a minimum of entry level parallel turns.
2. With speed consistently maintained through turn shape and skill blend.

CATEGORY II: FUNDAMENTAL MANEUVERS

"The instructor is able to ski ..."

A. Freely on groomed blue/black terrain...

1. Linking turns at a minimum of dynamic parallel *or disability equivalent*.
2. Using ski design and skill blend, appropriate to terrain and conditions.
3. Maintaining a balanced and centered stance.
4. Using progressive movements to simultaneously steer the skis through the turn.
5. Control speed through turn shape.

B. A Bump Run on blue slopes, showing the ability to read the terrain and adapt to that terrain by making the necessary adjustments. Only one of the following will be examined.

1. **Fall-Line Bump Skiing** with...
 - a. Rhythmical, linked, parallel, short to medium radius turns (no traversing).
 - b. Consistent speed maintained through turn shape.
 - c. An appropriate blend of skills.
 - d. Tactical choices appropriate to terrain and snow conditions.
2. **Medium to Large Radius Turns in the Bumps** with...
 - a. Linked turns showing a balanced and centered stance.
 - b. Maintenance of ski snow contact through absorption.
 - c. Consistent speed maintained through turn shape.
 - d. Tactical choices appropriate to terrain and snow conditions.

C. Synchronized with one or more other candidates on blue to black terrain, adapting to the skiing style of another by showing...

1. The ability to pace as the leader and adapt as the follower.
2. Turns that occur at the same time rather than in each other's tracks.
3. A coordinated finish with a balanced hockey stop.

CATEGORY III: TECHNICAL APPLICATION

Terminology: "For levels 1-6 instructor is able to..."

- A. Define and interpret ski terminology as described in the PSIA Alpine Manual.
- B. Apply an understanding of that terminology while analyzing movement patterns.
- C. Describe cognitive, affective and physical development.

Skiing Movements/Skill Development and Skiing Model: "For skiing levels 1-6 the Instructor is able to..."

- A. Identify, describe and relate the common skills and movements of skiing.
- B. Relate the skills/movement pools to skill development.
- C. Discuss similarities and differences in skill usage as the skier progresses from level 1 to 6.
- D. Describe cause and effect relationships of skier movements.
- E. Identify situational variations or stepping stones of skill application.
- F. Apply "The Ski Safety Act" throughout all aspects of skiing.

Movement Analysis: "Through technical discussion of levels 1-6 the instructor is able to..."

- A. Use a Movement analysis system to describe the movement patterns of a skier.
- B. Use that description in order to determine cause and effect relationships.
- C. Prioritize what a student should work on.
- D. Create a progression based on skill development that targets student needs and changes performance.

Biomechanics: "The instructor will be able to..."

- A. Understand basic biomechanics as it relates to the common skills and movements of skiing.